

Texas Education Agency Standard Application System (SAS)

2018–2019 Transformation Zone Planning Grant		
Program authority:	P.L. 114-95; ESEA of 1965, as amended by ESSA, Title I, Part A, Section 1003, School Improvement	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	January 15, 2018, to July 13, 2018	
Application deadline:	5:00 p.m. Central Time, November 30, 2017	Place date stamp here
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement. Applications must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Division of System Support and Innovation: DSSI@tea.texas.gov ; (512) 463-7582	

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Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
San Antonio Independent School District	015907		
Vendor ID #	ESC Region #	DUNS #	
74-6002167	20	069451631	
Mailing address	City	State	ZIP Code
141 Lavaca Street	San Antonio	TX	78210

Primary Contact

First name	M.I.	Last name	Title
Mohammed	A	Choudhury	Chief Innovation Officer
Telephone #	Email address		FAX #
323-240-8072	mchoudhury1@saisd.net		

Secondary Contact

First name	M.I.	Last name	Title
John		Strelchun	Director – District Grants
Telephone #	Email address		FAX #
210-554-2535	jstrelchun@saisd.net		

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name
 Mohammed
 Telephone #
 323-240-8072
 Signature (blue ink preferred)

M.I.
 A
 Last name
 Choudhury
 Email address
mchoudhury1@saisd.net

Title
 Chief Innovation Officer
 FAX #

Date signed

11/16/17

Only the legally responsible party may sign this application.

701-17-106-001

Schedule #1—General Information

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
13	Needs Assessment		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Letters of support from community stakeholders	Include letters of support from the superintendent, board chair, and at least one community organization or local funder in support of the LEA applying for the Transformation Zone Planning Grant. The letters must include the specific and measurable commitments that stakeholders will make to support the planning and implementation process. Do not include more than three letters.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that it will work, in good faith, with the Zone Design Partner that TEA identifies for the LEA.
4.	The applicant provides assurance that the superintendent will participate in at least four planning or design sessions with the Zone Design Partner.
5.	The applicant provides assurance that it will identify a full-time project manager to lead the Transformation Zone planning process. The project manager could be an existing employee, such as a Chief Innovation or Transformation Officer or related role.
6.	If one does not already exist, then the applicant provides assurance that it will commit to an aggressive timeline to recruit, select, and hire a dedicated innovation or transformation or similarly titled officer for the LEA and that this officer will be hired by the end of the planning grant period.
7.	The applicant provides assurance that the dedicated innovation or transformation officer or similarly titled person responsible for the Zone effort, will report directly to the superintendent.
8.	The applicant provides assurance that it will submit a Transformation Zone Plan to TEA, in a TEA approved format, for review by May 18, 2018.
9.	The applicant provides assurance that it will submit a final Transformation Zone Plan to TEA, in a TEA approved format, by June 22, 2018. This plan will be the basis for awarding implementation grants.

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Schedule #4—Request for Amendment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Total direct costs:		\$	\$	\$	\$
5.	Indirect cost (%):		\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Provide a brief overview of how the TZ will apply promising practices related to governance, autonomy, partnerships, school redesign, talent, academic supports, or related activities to all LEA campuses. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The San Antonio Independent School District (SAISD) is applying for the 2018–2019 Transformation Zone Planning Grant to support the District's Blueprint for Excellence: Target 2020; the District's cohesive educational plan designed to prepare students for success from the moment they enter school in pre-kindergarten all the way through to high school graduation. Specifically, this grant will support refining and scaling the District's Transformation Zone strategy under its newly established Innovation Zone. The Innovation Zone is a growing portfolio of highly autonomous schools that are designed at the school level in collaboration with exemplar school design partners to provide a high quality educational experience for all students, especially those within multiyear Improvement Required (IR) campuses. Currently, SAISD's Innovation Zone is comprised of in-district charter schools that have increased autonomy over the use of talent, time, and resources. This grant will support scaling the District's Innovation Zone strategies into Priority and Focus schools to develop and operationalize a comprehensive theory of action to increase school and educator autonomy to accelerate student achievement.

Budget Development

In developing a budget for this grant program, SAISD adhered to the grant program guidelines regarding funding allocations for the Transformation Zone Partner and payroll expenses. Three category needs were identified and used to determine budget parameters: human capital, contracted services, and professional development.

Demographics

SAISD currently operates over 90 campuses which serve approximately 50,700 students. 19 campuses are identified as Improvement Required (IR) schools and collectively serve 10,283 students. These figures indicate ~20% of SAISD students are currently attending low-performing schools.

Needs Assessment Process

SAISD analyzed successful campuses to identify practices which lead to learning gains for all students. This process revealed these campuses leveraged informal and formal autonomies from District mandates in strategic ways in order to better serve their students and communities. Additionally, the District reviewed the latest research on school autonomy and student achievement to determine which practices would work best in the District's new established Innovation Zone. Grant funds will address the needs identified during the process and will allow for a highly detailed planning process to operationalize SAISD's Transformation Zone strategy.

Evaluation Method

To ensure the grant strategies are delivered with fidelity and high-impact, SAISD has developed a structured approach to evaluation that combines formative and summative measurement per a CIPP model, as follows: Context, Input, Process, and Product. SAISD staff will collect documentation of staff professional development, student assessments, and other artifacts as appropriate to monitor and inform program implementation.

Statutory & TEA Requirements and Funding Priorities

The grant application is comprehensively presented and addresses all statutory and TEA requirements. Additionally, SAISD is addressing the following priorities for grant funding: SAISD is partnering with a charter management organization to operate one or more campus(es) in the Innovation Zone; SAISD will redesign campuses with support from a school redesign partner; SAISD will utilize Subchapter C (Section 12.052) charter school status to protect the autonomy of Innovation Zone campuses; and the District is currently designated as a District of Innovation. Finally, SAISD will continue to support schools by adopting an annual operating budget and provide the additional funding necessary to maintain the Innovation Zone as evidenced by letter of support provided by Superintendent Pedro Martinez and Board President Patti Radle. SAISD will also leverage private and community resources to kick start our Transformation Zone strategies as outlined in a letter of support provided by City Education Partners.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 015907				Amendment # (for amendments only):	
Program authority: P.L. 114-95; ESEA of 1965, as amended by ESSA, Title I, Part A, Section 1003, School Improvement					
Grant period: January 15, 2018, to July 13, 2018				Fund code: 211	
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$114,048	\$0	\$114,048
Schedule #8	Professional and Contracted Services (6200)	6200	\$325,946	\$0	\$325,946
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
	Consolidate Administrative Funds			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$439,994	\$0	\$439,994
2.274% indirect costs (see note):			N/A	\$10,006	\$10,006
Grand total of budgeted costs (add all entries in each column):			\$439,994	\$10,006	\$450,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 015907			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1				
2				
3				
Program Management and Administration				
4	Director, School Design and Charter Schools	1		\$50,000
5	Senior Coordinator, Performance Management and Strategic Initiatives	1		\$43,000
6				\$
7				\$
8				\$
9				\$
10				\$
11				\$
Auxiliary				
12				
13				
14				
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15				
16				
17				
18				
19				
20				
Other Employee Positions				
21	Title			\$
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$93,000
Substitute, Extra-Duty Pay, Benefits Costs				
25				
26				
27				
28	6140	Employee benefits		\$21,048
29				
30	Subtotal substitute, extra-duty, benefits costs			\$21,048
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$114,048

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 015907		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Transformation Zone Partner; provide best-in-class technical assistance to the District to develop policies and best practices to drive our Transformation Zone strategy.	\$200,000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$200,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$125,946
(Sum of lines a, b, and c) Grand total		\$325,946

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 015907		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$0
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) you intend to serve and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD recently conducted an analysis of successful schools in the District that are consistently achieving learning gains for all students. The District uncovered that an essential underlying trend is that educators in these campuses are leveraging both informal and formal autonomies from District mandates in strategic ways in order to better serve their students and communities. The analysis, combined with the growing body of research nationally validating the effects of school autonomy on student achievement, supports the District's belief that empowering schools with the ability to have more decision-making authority in use of talent, time, and resources is a core academic strategy that has not been leveraged enough. Top-down management doesn't take into account that each school is different and serves different students. By empowering strong leaders with best-in-class school redesign partners at the school level to make informed decisions for their teachers and students, the District will create a system where the central office administration and leadership supports school needs instead of dictating them.

SAISD launched its Office of Innovation (OI) in SY 2017-18. OI oversees ten highly autonomous in-district charter schools in a newly established Innovation Zone ranging from the Advanced Learning Academy, an open enrollment PK-12 school, to a first of its kind multiyear Improvement Required (IR) school turnaround initiative built around a teacher residency program in collaboration with the Relay Graduate School of Education at Ira C. Ogden Elementary School. It also features two single-gender academies, the first public Montessori school in San Antonio, and two early college high schools. The District has already started granting these campuses autonomies at the level of state authorized charter schools in the use of talent, time, and resources to radically improve students' academic performance and readiness for higher education.

SAISD's Transformation Zone strategy will initially involve cohorting year 3 IR and above Priority and Focus schools with the long term goal of shifting all high leverage school turnaround initiatives into the District's Innovation Zone. The initial cohort of Priority and Focus campuses represent SAISD's most at-risk schools within the most disadvantaged communities in the city of San Antonio that are eligible for reconstitution or closure, threatening the stability of approximately 2,000 students.

Simply put, SAISD's Transformation Zone strategy's goal is to transform targeted IR campuses from low-performing to exemplary schools. This project will transform specific Priority and Focus campuses to not only meet, but exceed the TEA's acceptable accountability rating. When fully realized, all Innovation Zone schools will serve as models for school redesign and best practice initiatives which can be scaled across the district. To achieve this, the students in these schools must demonstrate significant improvements in academic performance within the next two years, necessitating reforms in these campuses' autonomy over people, time, money, and academic programs. Innovation Zone schools will serve as learning labs for implementing game changing teaching and learning practices that result in accelerated student performance and higher college and career readiness rates.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Human capital for expanding SAISD's Office of Innovation. Specifically, to support the launch of the Office of School Design and Charter Schools. This office will serve as the District's official authorizing division.	Grant funds would provide the resources needed to hire professionals with a track of record of success in implementing and managing Transformation Zone strategies in successful urban school districts.
2.	Transformation Zone Partner (TZP)	Grant funds would provide the resources for a TZP who would provide best-in-class technical assistance to the District to develop policies and best practices to drive our Transformation Zone strategy. Additionally, the TZP would support the District in implementing a rigorous portfolio management approach in replicating high-performing campuses and strategies district wide.
3.	Professional development	Grant funds will provide resources to the District's Office of Innovation to contract with best-in-class professional development providers to build capacity for implementing high quality charter school authorizing and accountability practices.

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Schedule #14—Management Plan

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Identify campuses that will be in the zone	1. Provide data/needs assessment related to campuses selected	01/15/2018	01/31/2018
		2. Identify Priority and Focus schools in risk of closure	01/15/2018	01/31/2018
2.	Develop initial zone plan, including governance, management, and specific strategies	1. Finalize list of school design partners and charter management organizations	02/01/2018	02/15/2018
		2. Develop partnership agreements with school design partners/CMOs (i.e. MOUs)	02/15/2018	03/15/2018
3.	Solicit and incorporate stakeholder feedback	1. Board of Trustees work sessions; community charrettes; etc.	02/01/2018	02/28/18
		2. Refine and finalize formal MOUs with school design partners	04/01/2018	04/30//2018
4.	Develop TZ plan	1. Conduct planning kickoff meeting	01/15/2018	01/19/2018
		2. Provide TEA with a preliminary TZ plan	03/01/18	03/15/2018
		3. Launch Office of School Design and Charter Schools	05/01/18	05/31/18
		4. Provide TEA with a final TZ plan	06/22/18	06/22/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Part 2: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD is dedicated to providing families with a diverse portfolio of school options. SAISD currently has over 30 school choice options that are either magnet, specialized, and/or in-district charter schools. There is currently more choice options within SAISD than any other entity in Bexar County. SAISD has existing initiatives underway that complement the launch of the District's Innovation Zone under the newly established Office of Innovation (OI). For example, the District recently received a Public Charter School Start-Up grant to launch the Ogden Residency Lab School in partnership with the Relay Graduate School of Education, an in-district charter school focused on creating a transformative school for both teacher development and student achievement. Additionally, SAISD's Board of Trustees recently approved an unprecedented partnership that allows the John H. Wood Jr. Charter School District to manage SAISD's alternative school for students with emotional and/or behavioral challenges. The District's OI will oversee three divisions, one of which will be the Office of School Design and Charter Schools. This office will serve as the District's official charter school authorizing division. The Transformation Zone planning grant will support the launch of this division in SY 2018-19. District leadership, including the Superintendent and Board of Trustees, are committed to ensuring the success of this project as evidenced through letters of support provided. Constant communication between the OI, campuses, and District leadership will ensure all stakeholders are active, engaged participants for the duration of the project.

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

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By TEA staff person:

TEA Program Requirement 1: Demonstrate how the TZ strategy aligns to and accelerates the broader strategy of the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD's strategic plan for the district, The Blueprint for Excellence: Target 2020, is redefining excellence for all students and transforming SAISD into a national model for other urban school systems. Under the direction of superintendent Pedro Martinez during the 2015-16 school year, SAISD developed 10 measurable goals for significantly increasing student academic achievement, high school graduation rates, and college enrollment rates to ensure accountability and progress by 2020. The District is drawing upon best practices to raise academic expectations for all students and elevate teaching in all classrooms. Built into the plan are critical achievement points designed to hoist students to the next phase of their learning, and in the long run, prepare them for a seamless transition from public education to higher education. The achievement points include: strong literacy in prekindergarten through 3rd grades, with students reading at grade level by the end of the 3rd grade; advanced math in 5th grade; algebra in 8th grade and advanced and college credit-bearing courses in the 11th and 12th grades.

Furthermore, these goals are driven by SAISD's formal commitment to leverage innovation across the Pillars of Success: Talent Management, Culture Shift, Academic Excellence, Stakeholder Engagement and Fiscal Management. Superintendent Martinez has built a broad base of community and staff support and successfully implemented core elements of the SAISD Blueprint. The District, having built a strong foundation over the last two years, is now poised to accelerate its work.

By scaling the impact and reach of District's Office of Innovation in SY 2018-19 through the newly established Innovation Zone, SAISD will be able to further refine and operationalize its theory of action for school governance, autonomy, and support. This theory of action will allow SAISD to accelerate and sustain educator success and realize high levels of achievement outcomes for all students. We view the Transformation Zone planning grant as an opportunity to:

- Create the Office of School Design and Charter Schools to serve as the District's official charter school authorizing and accountability division.
- Reexamine and evaluate the work that SAISD has done to date.
- Explore ways to improve upon that work, specifically refining current Innovation Zone structures and systems.
- Incubate a high quality school turnaround strategy for all multiyear IR Priority and Focus campuses in collaboration with exemplar school redesign partners and charter management organizations (CMO).
- Learn more about the strategic areas of work we intend to undertake in the coming years such as the operationalizing of best-in-class charter school authorizing and accountability practices.
- Connect with and learn from experts who have done or attempted this work in other cities and contexts.

The Transformation Zone strategy will help SAISD accomplish its goal of being a national model for other urban school systems. The District has started to build the infrastructure needed to successfully implement an Innovation Zone. The resources provided by this grant are needed to further refine and scale this strategy to achieve the broader goals of the District.

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

For TEA Use Only

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By TEA staff person:

TEA Program Requirement 2: Articulate why the LEA believes a TZ structure will be effective at transforming the campuses in the zone. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD's Innovation Zone will employ nationally validated Transformation Zone strategies and practices that will empower educators within persistently struggling campuses to disrupt traditional modes of instruction and talent management practices that have proven to be ineffective over the past several years. Specifically, existing year 3 Improvement Required (IR) and above Priority and Focus schools will be repurposed as in-district charter schools in collaboration with best-in-class school design partners and charter management organizations.

The SAISD Board of Trustees has the authority to grant campus charter schools to designated campuses within the District. The in-district charter school process provides campuses with the opportunity to receive formalized waivers from state and District regulatory provisions to support unique school models designed to accelerate student achievement. This governance structure for schools gives educators greater control over modes of instruction, academic programs offered, budgeting, classroom and grade structure, and teacher recruitment and retention practices. For example, in-district charter schools can set hiring qualifications for teachers at a standard above what state law requires, ensuring high quality teachers and administrators in hard-to-staff schools. They will not be obligated to enter into standard employment contracts with teachers or other professional employees and may set their own salaries and performance agreements, providing flexibility in compensation strategies to ensure that high-quality principals and teachers are retained in high needs schools.

SAISD's Transformation Zone strategies will involve, but not be limited to:

- Cohorting multiyear IR Priority and Focus campuses into the District's newly established Innovation Zone; a growing network of in-district charter schools that are taking advantage of state allowances for altered school calendars, curricular autonomy, and other structural changes in order to accelerate and sustain student achievement.
- Strengthening capacity of the District's Office of Innovation to support the development of exemplar charter school authorizing and regulatory practices.
- Development of bottom up school redesign initiatives that enable neighborhood schools to adopt and replicate highly effective Innovation Zone teaching and learning practices.
- Scaling the reach of highly effective principals and teacher leaders.
- Revising District policies and procedures to operationalize a district wide theory of action that prioritizes increased levels of school autonomy in exchange for greater levels of accountability.

The SAISD Innovation Zone will transform traditionally poor performing schools into laboratories of model instruction and learning. The campuses will have the authority to design and spread innovations throughout the District and serve as incubators for creative solutions and professional development for teachers. Additionally, Innovation Zone campuses will provide SAISD families with a portfolio of "best fit" schools where they can align their child's interests and aspirations with a learning environment that best suits them.

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TEA Program Requirement 3: Explain how the applicant educated key stakeholders about this application for a TZ grant and the TZ strategy. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A pillar of the SAISD Blueprint strategic plan is a focus on stakeholder engagement. The District has made significant progress in communicating and operationalizing this vision in order to gain and maintain buy-in from key stakeholders. To date, SAISD has built a broad base of philanthropic, civic, and community support for the strategic initiatives under the Blueprint.

For example, local philanthropist Charles Butt (HEB) has supported efforts to design, create, and launch new schools such as the newly launched CAST Tech High School, an in-district charter school focused on building a technology talent pipeline. Additionally, the San Antonio-based City Education Partners, a non-profit organization, has been instrumental in the design and launch of new schools and, in particular, the development of teacher residency programs with Trinity University and the Relay Graduate School of Education within existing Innovation Zone campuses. Both entities along with others have formally committed to support our Transformation Zone related activities and strategies.

Furthermore, as a TEA System of Great Schools Technical Assistance Network program participant, SAISD took part in a rigorous diagnostic and readiness assessment in Spring 2017 that involved three phases of data collection and review:

- Pre-site visit data analysis and reviews of school and student performance data and principal and district leadership surveys.
- Site visits from TEA staff to meet with internal and external stakeholders of the SAISD community, including teachers, students, and families from existing Priority and Focus Schools.
- An executive leadership team retreat to reflect upon the final TEA District Readiness Assessment Report.

Additionally, the District's Board of Trustees recently received a presentation on the District's "unified enrollment" initiative that will be spearheaded by the Office of Innovation. The SAISD "unified enrollment" initiative is designed ease the burden and dramatically reduce the confusion families face when confronted with uncoordinated application deadlines, informational materials, and procedures across the District's choice schools and programs. The presentation was followed by the approval of a new online enrollment platform that will serve as a crucial tool in supporting the District's Transformation Zone strategy, specifically to ensure that all students have access to high quality seats within SAISD.

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TEA Program Requirement 4: Articulate what the applicant hopes to accomplish with the TZ, including but not limited to, changes in campus level operating conditions and campus level outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Educators in the District's newly established Innovation Zone are granted a broad range of freedoms to think innovatively, develop curriculum, and implement best practices based on what works best for the students and communities they are entrusted to serve. Innovation Zone principals and teachers are empowered to use alternative teaching methods such as personalized learning strategies and deeper learning practices so that all students can succeed and truly develop their skills and interests. The increased freedom comes with greater accountability through a performance contract which outlines each campus' metrics for success.

Beginning in SY 2018-19, persistently struggling multiyear Improvement Required (IR) 3 and above Priority and Focus schools will be placed into the District's Innovation Zone in collaboration with specific charter management organizations (CMOs) and school design partners. Like many of the existing Innovation Zone campuses, educators at these schools will have the freedom to choose their calendar year start and end dates, curriculum and strategies, requirements for staff, and methods of implementation.

SAISD's Innovation Zone outcomes will include, but not be limited to:

- Take historically failing schools off of the state's multiyear IR accountability rating within one to two years of being in the District's Innovation Zone.
- Accelerate student achievement that lead to sustainable long term outcomes for historically underserved students.
- Narrow the achievement gap between subgroups in SAISD's Innovation Zone and state wide learning outcomes for White, Asian, and non-economically disadvantaged students.
- High quality "learning labs" for game changing teaching and learning practices and school autonomies for educators district-, state-, and nationwide.
- Best-in-class teacher and leadership residencies within Innovation Zone campuses that leads to a sustainable pipeline of high quality teachers and school leaders for high needs SAISD schools district wide.
- Best fit school options for all students that tap into their interests and aspirations, regardless of academic abilities or geographic constraints.
- Spur and sustain district wide enrollment increases after years of decreasing enrollment.
- Nationally validated exemplar "third way" partnerships between an urban school district and CMOs.
- SAISD's charter school authorizing division will utilize best-in-class practices for school accountability.
- SAISD will serve as a national model for implementing the "portfolio strategy" for systemic urban school district reforms that leads to sustainable student outcomes for historically disadvantaged students.

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TEA Program Requirement 5a: Select up to two key zone strategies the applicant intends to prioritize and use with campuses in the zone. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ Identifying and partnering with high quality charter management organization(s) to operate one or more campuses in the zone.

☐ Identifying and matching campuses with high quality external school support or improvement organizations.

☒ Redesigning the campuses in the zone, in partnership with external organizations that specialize in school design, to provide a better set of educational options.

☐ Other locally developed and evidence-based strategies

☐ Developing a method of ensuring the highest quality teachers and leaders work in the campuses in the zone.

TEA Program Requirement 5b: Explain why these two specific strategies have been prioritized and what steps have been taken to implement them. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD will prioritize identifying, recruiting, and partnering with nationally-based high quality charter management organizations (CMOs) to operate specific campuses within the District's growing Innovation Zone as part of its Transformation Zone strategy. This will include Improvement Required (IR) 3 and above Focus and Priority campuses in the District as well as brand new, startup open enrollment school models that will prioritize serving students from historically underserved communities in San Antonio. This strategy will offer educators in the Innovation Zone the greatest amount of autonomy to accelerate and sustain student performance, take schools out of multiyear IR accountability ratings within the next three years, and grow the range of school choice options in SAISD to ensure that all students are in a best fit school, regardless of their academic abilities or where they live. Furthermore, partnering with best-in-class CMOs to operate high needs schools in SAISD will allow us to fill critical teaching and school leadership positions according to the highest performance standards, ensuring a dedicated, steady talent pipeline for schools that have the highest risk of being reconstituted or closed.

SAISD has taken the first step towards implementing partnerships with CMOs in May 2017 when the District's Board of Trustees approved a partnership with the John H. Wood, Jr. Charter School District to manage SAISD's alternative school for students with severe emotional and/or behavioral challenges. John H. Wood, Jr. has a decade long track record of success in serving students who do not succeed in traditional school settings. This is John H. Wood, Jr.'s first partnership with a traditional school system and the first agreement of its kind in Bexar County. The District is currently in formal planning and partnership development sessions with other nationally recognized CMOs such as, but not limited to, Democracy Prep Public Schools, KIPP, and Great Hearts Academies.

Finally, SAISD will continue to scale redesigning District-operated campuses in partnership with external nonprofit organizations that specialize in school design initiatives because of the District's track record of success with similar efforts. SAISD's inaugural cohort of Innovation Zone campuses include some of the District's highest-performing school models such as two National Blue Ribbon schools, Travis Early College High School and the Young Women's Leadership Academy. Additionally, in SY 2018-19 we will replicate our existing teacher residency "lab school" turnaround model at Ogden Elementary into another multiyear IR Priority and Focus campus. The Ogden partnership with the Relay Graduate School of Education (GSE) was established in SY 2016-17 with philanthropic support from the locally-based City Education Partners and a grant from a 2017-2019 Public Charter School Program Start-Up Grant. The campus was granted in-district charter designation in the 2017-18 school year. The Transformation Zone planning grant for the District's Innovation Zone will provide SAISD with crucial resources needed to replicate Ogden's success to date with Relay GSE into other high needs campuses in SY 2018-19.

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TEA Program Requirement 6: Describe the actions the applicant has already taken to build talent pipelines that will benefit campuses in the zone. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD has recently invested heavily in building talent pipelines, especially within its existing Focus and Priority schools. The District was awarded a US Department of Education Teacher Incentive Fund (TIF) grant in 2016. The 5-year TIF grant program will place the most talented teachers in classrooms with the most need as part of the District's Master Teacher initiative. Master Teachers will be responsible for accelerating their students' learning and ensuring that they reach their maximum potential for intellectual, emotional, physical, and social growth. Master Teacher candidates undergo a rigorous selection process that weighs their track record of success in increasing student achievement. In addition to receiving specialized professional development, Master Teachers receive a \$15,000 stipend. Furthermore, Master Teachers in the District's Innovation Zone will embrace innovation, demonstrate a growth mindset, and take on teacher leadership roles to maximize student potential and continuously improve school wide instructional practices within Focus and Priority schools.

The District has also partnered with Trinity University, Our Lady of the Lake University, University of Texas A&M-San Antonio, and the nationally-based Relay Graduate School of Education (GSE) to launch teacher residencies within "lab schools" that will be under the District's Innovation Zone. For example, in collaboration with Relay GSE, the District launched a school wide teacher residency program at Ogden Elementary School in SY 2017-18, an Improvement Required (IR) 4 campus, as part of an intensive school redesign and turnaround initiative. The District plans to scale its residency programs into other Focus and Priority schools in the coming years as part of its Transformation Zone strategy.

Furthermore, the District has launched the New Leaders Emerging Leaders and Aspiring Principals are two programs aimed at recruiting and preparing talented individuals for leadership opportunities within the District. These best-in-class programs provide the training, coaching, framework, and real world experience to build capacity for instructional leadership in SAISD. The Emerging Leaders program provides participants with the opportunity to engage in expert training as well as virtual and on-site coaching throughout the year. Emerging Leaders will influence learning across classrooms by coaching a team of math and ELAR teachers to improve instructional practices. This program is for current SAISD teacher leaders, instructional coaches, coordinators, and directors. The heart of the Aspiring Principals program is a yearlong residency, including an active role on school-based instructional leadership teams. This program is for current SAISD assistant principals and instructional coaches. Throughout the training, expert facilitators help residents master key skills as they guide a team of teachers toward success. Participants also receive entry planning support and onsite coaching during their initial years as a new principal.

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TEA Program Requirement 7: Articulate the qualifications of staff and any contracted services or consultants, in addition to the TEA-matched Zone Design Partners, referenced in Schedule #8 – Professional and Contracted Services that will support the planning grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Mohammed Choudhury is the SAISD Chief Innovation Officer responsible for overseeing the newly established Office of Innovation and providing District-level leadership towards operationalizing its Transformation Zone strategy. In this capacity, he is entrusted with incubating and scaling high-leverage school design and redesign initiatives that will have the greatest impact in moving the needle on student achievement during an exciting inflection point for the City of San Antonio. Recently, Mohammed served as the interim chief and founding director of the Office of Transformation and Innovation at the Dallas Independent School District. He spearheaded the district's Public School Choice initiative to redesign existing neighborhood campuses and launch new, startup open enrollment next generation school models to expand high quality options for all students, regardless of their academic abilities or geographic constraints.

Furthermore, the District currently has an assigned executive advisor as part of its participation within the TEA System of Great Schools Technical Assistance Network program. Paul Pastorek will continue to work closely with the District's executive team to support the development and implementation of SAISD's Transformation Zone strategy. Paul is the managing partner of Pastorek Partners, LLC. He previously served as Louisiana Superintendent of Education from 2007 to 2011, directing the state's efforts to turnaround more than 100 of Louisiana's most challenged schools, including rebuilding elementary and secondary schools in New Orleans that were devastated by Hurricane Katrina. From 1996 to 2004, Paul was a member of the Louisiana Board of Elementary and Secondary Education and was elected to three consecutive terms as board president from 2001 to 2004.

Finally, SAISD will contract with nationally recognized experts in the development and implementation of best-in-class charter authorizing and regulatory practices. Consultants will work closely with the Office of Innovation to guide SAISD in developing principles and standards to aid in the responsible oversight of charter schools by ensuring that schools have both the autonomy to which they are entitled and the public accountability for which they are responsible. This guidance will ensure the in-district charter school process is implemented with fidelity and has the greatest impact on students.

Schedule #18—Equitable Access and Participation

For TEA Use Only

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County-District Number or Vendor ID: 015907		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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11/12/2017

Joel Harris
Executive Director
City Education Partners
303 Pearl Pkwy
San Antonio, TX 78215

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

Dear Commissioner Morath:

City Education Partners is pleased to provide this letter in support for the San Antonio Independent School District's (SAISD) application to the 2018-2019 Transformation Zone Planning Grant. We commend SAISD's commitment to providing system level reforms supported through the establishment of the Innovation Zone. These efforts will lay the ground work in bringing additional support and identifying innovative teaching and learning practices to benefit SAISD students.

CEP has historically supported SAISD initiatives as evidenced through its contribution towards the establishment of the newly created Advanced Learning Academy and its replication at Page Middle School. Upon award of the grant, we will leverage our resources and expertise in assisting SAISD to plan and later implement its programming. We look forward to working on this project with SAISD and are confident the project activities outlined in the Innovation Zone will improve student learning, instruction, and benefit the students of SAISD. Thank you for your consideration of SAISD's grant application.

Sincerely,

A handwritten signature in cursive script that reads "J. Harris".

Joel Harris
Executive Director
City Education Partners



San Antonio Independent School District

141 Lavaca Street • San Antonio, Texas 78210

Telephone (210) 554-2200

Board of Trustees

November 13, 2017

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

Dear Commissioner Morath:

As SAISD Board President, I fully support the efforts of the SAISD and the Office of Innovation and their application for the 2018-2019 Transformation Zone Planning Grant. I have confidence in these efforts to turn around long-term Improvement Required (IR) campuses which will, in turn, provide quality education for SAISD students. The Office of Innovation will examine the results of past initiatives and develop ways to improve upon that work by providing campuses with operational flexibility including autonomy in their calendar year, curriculum, staff requirements, and other transformation practices. Each school in our district has different needs and the Transformation Zone Planning Grant will give the Office of Innovation and the district as a whole with the means to address those needs and bring in additional support and resources to benefit the students in SAISD's IR campuses.

The SAISD Board of Trustees will provide the Office of Innovation and the district with any and all assistance needed in the planning and implementation of this project. We are confident that the strategies developed from the efforts of the 2018-2019 Transformation Zone Planning Grant will be the key to transforming SAISD and pave the way for high quality education across SAISD. Thank you for your consideration of this request. Please do not hesitate to contact us should you have any questions.

Sincerely,

Patti Radle
Board of Trustees President
(210) 554-2535

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Superintendent

November 14, 2017

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

Dear Commissioner Morath:

As Superintendent of SAISD, I fully support the efforts of the SAISD Office of Innovation and their pursuit of the 2018-2019 Transformation Zone Planning Grant. We believe these efforts will set the pace in turning around long-term Improvement Required (IR) campuses. Additionally, the Transformation Zone will serve as a location for trying new methods for teaching and replicating them at other campuses. Partnerships with school redesign partners and charter management organizations will bring in additional support and expertise needed to implement the Transformation Zone. The Zone will provide schools with the means to implement campus redesign through increased autonomy.

As the District's leader, I recognize that I serve a crucial role in providing guidance and leadership to the project and I will leverage existing resources to ensure the project is a success.

Thank you for your consideration of our request. Please do not hesitate to contact us should you have any questions.

Sincerely,

Pedro Martinez
Superintendent